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ABSTRACT

The Institutional Self Study (ISS) was administered to randomly selected students at Oakton Community College (OCC) in May 1972 and again in May 1973. Results were compared with results obtained in a national administration of the same instrument to community college students. Results indicated that OCC students valued academic and vocational goals higher than social and nonconventional goals. They valued vocational and nonconventional goals lower, and they valued academic goals significantly higher than did students in the national sample. OCC students rated their instructors significantly higher than did students at other public institutions. They rated campus science laboratories as adequate and felt that library materials were accessible; however, students from the other two-year colleges rated library materials as more accessible. OCC students were more satisfied with their speaker policy, their opportunity to participate in the making of college policy, and their student conduct rules than students at other two-year colleges. OCC students rated non-academic facilities and programs (i.e., campus food service, recreational facilities, social programs, and the campus newspaper) negatively. (DC)

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INSTITUTIONAL SELF STUDY

SPRING SEMESTER

1973

MICHAEL J. MALONEY

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JC 760 158

OAKTON COMMUNITY COLLEGE

The primary purpose of our study is to discover how students of Oakton Community College assess:

(1) the quality of instruction

(2) the value of various student services

(3) the specific college policies, practices and facilities.

I. INTRODUCTION

National emphasis is now being placed on the accountability of community college program development. Since Oakton Community College is trying to accept the responsibility to provide meaningful and substantive experiences for all who wish to continue their education, it is therefore necessary to find a model to measure the relative effectiveness of multifaceted programs so that Oakton can continue to initiate and expand relevant educational planning and development.

Oakton is also attempting to fulfill the objectives specified by the Junior College Board--

> "Each college shall develop procedures for....
>
> 1. Evaluation of instructional programs. Techniques of evaluation should be involved in the follow-up studies...students...should be involved in evaluation procedures..." [1]

Therefore, in May of 1972 and again in May of 1973, Oakton administered to randomly selected students and faculty the Institutional Self Study. (This paper is primarily directed at the 1973 Study but does include comparisons, contrasts, and references to the 1972 Study.

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1 Illinois Junior College Board: Standards and Criteria for Evaluation Recognition of Illinois Public Junior Colleges and Other Guidelines, Policies and Procedures Approved by the Illinois Junior College Board (Springfield, 1970) P. 28.

The instrument used in these studies in the Institutional Self Study (ISS), developed by Drs . Donald Hoyt and Oscar Lenning for the American College Testing Program (ACT). The survey instrument serves three basic purposes:

1. Enables Oakton Community College to see itself through the eyes of its students and faculty.
2. To aid in the apprasial of student and faculty development.
3. Enables Oakton to observe and explore longitudinal trends--provides basic data for follow-up studies.

The Institutional Self Study questionnaire required responses to nationally standardized questions about goals, personal background, and educational experiences and about evaluations of such aspects of Oakton as instructors, policies and services. The college questionnaire is divided into the following sections:

1. Goals, aspirations, and background items.
2. Evaluations of college policies, practices and facilities.
3. Evaluation of college personnel services.
4. Evaluation of classroom instructional effectiveness
5. Porgress toward various outcomes of a college eudcation.

II SAMPLING RATIONAL

One of the most common questions in sampling is that regarding adequate sample size. There is no simple answer to the question. Adequacy of size depends upon the sort of evidence being sought and the degree of reliability desired. The latter depends, to a large extent upon the homogeneity of the population. The word homogeneity is statistics refers to the degree of similarity characterizing the individuals in the population in a given respect-e.g. similarity in respect

to height or I.Q. If the individuals were exactly alike in that given respect the population would be perfectly homogeneous in that respect, and a sample of one individual would be adequate.(Tate, 1965)

We are making the assumption that there is significant degree of homogeneity among Oakton students to warrant both our sampling procedures and percentage selections. The more homogeneous a population is, the smaller the random sampling must be in, in order to provide evidence of a given degree of validity and reliability.

In determining our sample size we attempted to follow the guidelines presented in the ISS survey Manual Part I: Research and Planning as expressed by Kish (1965).

> Exact control of sample size is unnecessary and impossible in most situations. It may be too difficult to obtain either the information or procedures for firmly controlling even the initial sample size. Moreover, nonresponses and subclasses introduce additional sources of variation. We should aim at an approximate control that is both feasible and desirable. The degree of control depends on the situation, (p. 217) Kish, L. Survey Sampling, New York: Wiley, 1965.

Our emphasis, as expressed above, is for approximate control of our population. Our goal is to make significantly reliable and valid statements about the perceptions of the Oakton Community College Students.

III PROCEDURES

A. Overall Design

In following the outline suggested by the I.S.S. Manual, we have selected three major population groupings each containing two sub-group populations. (See below)

	I Graduates	II Sophmores	III Faculty
Sub-Groups	A. Transfer program students	A. Transfer Program Students	A. Transfer program Faculty
	B. VoTech. program students	B. Vo.Tech. program students	B. Vo.Tech. program Faculty

Graduates are defined in our study as those who were scheduled to complete their program choice by August 1973.

Sophmores are defined as those who were scheduled to complete at least one-half of their program choice by May of 1973.

Faculty are defined as those who teach full or part-time at Oakton during the semester summarized.

In order to facilitate a more comprehensive longitudinal analysis of the I.S.S. we have chosen to present our survey results in the same manner as was done in the Turse-Dolan Study of 1972.

We will present a statistical analysis of two major groups surveyed: Graduating students and sophomore students

We ask the reader to please be aware of the fact that a sophomore student as defined by our study is labled as a freshman student in the Turse-Dolan Study of 1972 and that a graduating student as defined by our study is labled as a sophomore student by the Turse-Dolan Study.

B. Sampling Method

We used the simple random sampling method as described in the I.S.S. Manual #1 page 43. We obtained our tables from Tate, (Statistics in Education and Psychology, Macmillan Co. N. Y, 1968)

Before using Tate's table of random numbers we numbered each person of the population consecutively so that each could be identified by a code number.

C. Distribution Method

We distributed an I.S.S. Survey questionnaire, answer sheet and letter of instruction to each student and faculty member selected in our random sampling method. This process was approached in three ways:

1. Faculty received their questionnaire through the inter-office mail.
2. Transfer program students received their questionnaire through the U.S.Mail.
3. Vo. Tech students received their questionnaire through their respective Vo. Tech. Program Coordinator.

For a visual breakdown of population, sizes, sample sizes and percentages of questionnaires returned please see the I.S.S. Sub-group Planning Worksheet.

I.S.S.

SUBGROUP

PLANNING

WORKSHEET

Regular Report Title

OAKTON COMMUNITY COLLEGE

Supplemental Report A Title

GRADUATE STUDENTS

Supplemental Report B Title

SOPHOMORE STUDENTS

Supplemental Report C Title

FACULTY

	Group Names	Population Sizes	Sample Sizes	Returns	Computations % Returned
Regular ISS Report[a]					
GROUP I	GRADUATE STUDENTS	240	125	34	27%
GROUP II	SOPHOMORE STUDENTS	872	186	124	77%
GROUP III	FACULTY	113	113	76	67%
Supplemental ISS Report A					
GROUP I	TRANSFER GRADUATES	135	75	15	20%
GROUP II	VO. TECH. GRADUATES	105	50	19	38%
GROUP III					
Supplemental ISS Report B					
GROUP I	TRANSFER SOPHOMORE	697	99	66	66%
GROUP II	VO. TECH. SOPHOMORES	175	87	58	66%
GROUP III					
Supplemental ISS Report C.					
GROUP I	TRANSFER FACULTY	74	74	55	75%
GROUP II	VO. TECH. FACULTY	39	39	21	53%
GROUP III					

TABLE I

IMPORTANCE OF FOUR TYPES OF GOALS
(Mean Score)

EDUCATIONAL GOAL	National Norms			Turse-Dolan 1972 ISS OAKTON	
	Public Univs. Soph.	Public Colls. Soph.	2 Yr.Colls Soph.	Frosh	Grad
Academic	6.31*	6.35	6.13	6.37	6.33
Vocational	6.45	7.00	6.77	6.49	6.14
Social	5.01	5.39	5.03	5.17	5.04
Non-Conventional	4.97	5.21	5.18	5.40	5.11

* 8 or 9 = Essential: 5, 6 or 7 = Important: 2, 3, or 4 = Desirable; 0 or 1 = Not Important

Analysis by Turse-Dolan

As demonstrated in Table I, students at Oakton Community College value academic and vocational goals higher than social and nonconventional goals.

In comparison with the national sample of community college students, Oakton students value Vocational Goals less than their peers at other 2-year colleges, and they value Academic Goals significantly higher than do the students in the national sample

Goals Scale

Students were asked to indicate the degree of importance they attached to each of twelve (12) college goals. The twelve (12) goals are grouped into four categories representing the four student subcultures reported by Trow (1960, 1962) and by Clark and Trow (1966).

Clark and Trow (1966) stated that the development of their categories was primarily focused on college impact. Since one of the major purposes of the Oakton Self Study is to evaluate college impact, the college goals categories of Trow were deemed especially important.

D. Summary

In order to foster our goals of longitudinal consistency of I.S.S. Studies at Oakton we are presenting the statistical tables and analyses of the 1972 Turse-Dolan Study prior to the statistical tables and analyses of our 1973 Study.

TABLE I

IMPORTANCE OF FOUR TYPES OF GOALS
(Mean Score)

	National Norms			Maloney-Agnew 1973 ISS Oakton	
	Public Univs. Soph.	Public Colls Soph.	2 Yr.Colls. Soph	Frosh	Grads
EDUCATIONAL GOAL					
Academic	6.31*	6.35	6.13	5.89	6.28
Vocational	6.45	7.00	6.77	6.69	6.48
Social	5.01	5.39	5.03	4.92	5.24
Non-conventional	4.97	5.21	5.18	4.55	4.73

*8 or 9 - Essential; 5, 6, 7 = Important; 2, 3, or 4 = Desirable; 0 or 1 = Not Important

Educational Goals:

The purpose of measuring these goals is to give us some insight as to the aspiration and motivation level of our student body in terms of how they value college goals.

Analysis by Maloney-Agnew

The Oakton students in the Turse-Dolan 1972 Study and in the Maloney-Agnew 1973 Study rated the Academic, Vocational and Social goals within the same general range of value, ie, in the area labled Important, as did the students comprising the I.S.S. 2 year college sophomore National Norms percentage.

Oakton students value non conventional goals less than students comprising the two year college sophomore National Norm percentages.

TABLE II

STUDENT RATING OF CLASSROOM INSTRUCTION
(IN PERCENTAGES)

NATIONAL NORMS

CLASS CONDUCT FACTORS		Public Univs. Soph	Public Colls Soph	2-Yr. Colls. Soph	Turse-Dolan 1972 Study Oakton Frosh	Grad
Faculty for Com - munic. Knowledge	Maj.*	11	10	19	51	44
	Min.	37	34	32	17	20
Disorgn,Superfi- cial, Impercise	Maj.	02	03	04	02	04
	Min.	75	76	79	85	87
Relate Content to Contemp. Problems	Maj.	21	23	33	56	63
	Min.	34	31	21	10	08
Insuff. Distinc. Betwn. Major & Minor Points	Maj.	16	17	13	07	10
	Min.	39	41	47	64	73
Assignments Reasonable	Maj.	51	50	55	71	71
	Min.	10	12	12	11	05
STUDENT INVOLVEMENT FACTORS						
Encourage Class- room Partic.	Maj.	50	51	68	95	94
	Min.	16	15	09	00	02
Permit Student Voice in Class Direction	Maj.	02	05	11	48	59
	Min.	81	74	60	18	14
Out of Touch with Student Life	Maj.	10	11	09	02	05
	Min.	58	58	64	90	84
Don't Care if Mater- ial is Understood	Maj.	05	05	04	02	05
	Min.	72	72	79	93	90
TEACHING STYLE FACTORS						
Entertaining Manner	Maj.	07	07	15	31	29
	Min.	50	47	34	26	20
Uneasy or Nervous	Maj.	03	02	03	01	03
	Min.	90	90	89	93	88
Lectures Dry Dull, Monotonous	Maj.	12	12	09	07	08
	Min.	29	43	52	78	68
Criticize, Embar- rass Students	Maj.	01	02	03	02	04
	Min.	93	91	86	94	84
Describe Personal Opinions, Exper.	Maj.	17	24	26	36	42
	Min.	35	28	28	14	10

*Maj. = Majority of Teachers: Min = Minority of Teachers

TABLE II

Analysis by Turse - Dolan

Classroom instruction at Oakton Community College as evaluated by students is described in highly favorable terms.

One interesting finding noted in the data in this table is that students at Oakton gave more favorable descriptions of instructors than did students at public four-year colleges and universities and two-year colleges. The quality of instruction was rated more positively at Oakton on each of the three factors and all fourteen items.

Instrument Validity & Reliability

The ISS instructor behavior items were selected on the basis of two factor analytic studies, one by McKeachie, Isaacson and Milholland, (1963, 1964) of the University of Michigan, and one by Solomon (1966).

It should be noted that Solomon explored a variety of instruments; administrators evaluation, speeches from tape recordings of class sessions, peer evaluations, self evaluations and a questionnaire in which students rated a wide variety of teachers behavior. Analysis across instruments concluded that adequate and economical measures of teacher behavior could be obtained from a student questionnaire alone.

In order to eliminate "Halo-effect", whereby the students overall reactions to instructors in general predispositions them to answer positively or negatively to all items without reading them. The items on the questionnaire were alternately worded in a positive and then negative fashion.

TABLE II

STUDENT RATING OF CLASSROOM INSTRUCTION
(IN PERCENTAGES)

NATIONAL NORMS

		Public Univs. Soph.	Public Colls. Soph	2-Yr. Colls. Soph	Maloney-Agnew 1973 Stud Oakton Soph.	Grads
CLASS CONDUCT FACTORS						
Facility for Com	Maj.*	11	10	19	33	50
munic. Knowledge	Min.	37	34	32	23	13
Disorg. Superfi-	Maj.	02	03	04	00	00
cial, Imprecise	Min.	75	76	79	82	84
Relate Content to	Maj.	21	23	33	59	59
Contemp. Problems	Min.	34	31	21	10	13
Insuff. Distance	Maj.	16	17	13	07	13
Betw. Major &	Min.	39	41	47	62	75
Minor Points						
Assignements	Maj.	51	50	55	74	59
Reasonable	Min.	10	12	12	03	03
STUDENT INVOLVEMENT FACTORS						
Encourage Class	Maj.	50	51	68	89	88
room Partic.	Min.	16	15	09	02	00
Permit Student Voice	Maj.	02	05	11	39	41
in class direction	Min.	81	74	60	17	22
Out of Touch with	Maj.	10	11	09	02	00
Student Life	Min.	58	58	64	90	84
Don't Care if Mater-	Maj.	05	04	04	02	00
ial is Understood	Min.	72	72	79	92	88
TEACHING STYLE FACTORS						
Entertaining	Maj.	07	07	15	29	19
Manner	Min.	50	47	34	18	28
Uneasy or	Maj.	03	02	03	03	00
Nervous	Min.	90	90	89	91	84
Lectures Dry	Maj.	12	12	09	05	03
Dull, Monotonous	Min.	39	13	52	68	63
Criticize, Embar-	Maj.	01	02	03	02	00
rass Students	Min.	93	91	86	92	91
Describe Personal	Maj.	17	24	26	37	22
Opinions, Exper.	Min.	35	28	28	16	31

*Maj. = Majority of Teachers; Min. = Minority of Teachers

Analysis

A comparison of Table II (Student Rating of Calssroom Instruction) of the Turse-Dolan, Maloney-Agnew studies shows a similarity of student ratings. This general category, Student Rating of Classroom Instruction, consists of three factors:

1. Class Conduct
2. Student Involvement
3. Teaching Style

When comparing the Maloney-Agnew Study to the 2 year college sophomor National Norms certain contrasts are quite apparent. In the areas of class conduct factors a higher percentage of Oakton students rate a majority of their teachers as having a facility for communicating knowledge and for relating content to contemporary problems than do the student ratings comprising these National Norms.

However, similarities do appear in the following two areas:

1. Disorganized, superficial and impercise presentations
2. Insufficient distinction between major and minor points.

Oakton and I.S.S. National Norm ratings show that very high percentages of students rate a minority of their teachers as being disorganized. superficial and impercise and making insufficient distinction between major and minor points.

Concerning Student Involvement Factors a higher percentages of Oakton students indicate that a majority of their instructors encourage classroom participation than do students comprising the I.S.S. National Norms percentages. As an example, 89% of Oakton sophomores surveyed (Maloney-Agnew 1973 Study) indicate that a majority of their instructors encourage classroom participation as compared to 68% of the sophomores

at two year colleges. Within the same category, Oakton students rate a majority of faculty higher in permitting student voice in class direction than do students comprising the National Norms percentages.

Generally high percentages of Oakton students and students comprising I.S.S. National Norm percentages rate a minority of their instructors as being out of touch with student life and unconcerned if course material is understood.

Oakton students and two year college sophomores perceive a majority of their teachers as having effective teaching styles.

TABLE III

STUDENT EVALUATION OF COLLEGE SERVICES
(IN PERCENTAGES)
NATIONAL NORMS

	Public Univs.	Public Colls.	2-Yr. Colls.	Turse-Dolan 1972 Report OAKTON	
ACADEMIC ADVISING	Soph.	Soph.	Soph	Frosh	Soph.
Worthwhile-Extremely Valuable	57	64	70	74*	69
of Little Benefit	43	34	30	26	30
% Who Used	90	94	92	93	97
COUNSELING					
Worthwhile-Extremely Valuable	50	56	62	65	65
of Little Benefit	50	44	38	35	35
% Who Used	60	63	86	79	81
FINANCIAL NEEDS					
Worthwhile-Extremely Valuable	77	77	65	59	57
of Little Benefit	23	23	35	41	42
% Who Used	45	50	34	37	42
EXTRA CURR. ADVISING					
Worthwhile-Extremely Valuable	44	56	56	62	74
of Little Benefit	56	44	44	38	27
% Who Used	28	35	38	47	44
ORIENTATION					
Worthwhile-Extremely Valuable	67	63	66	72	69
of Little Benefit	33	37	44	28	32
% Who Used	80	78	80	51	56
DEVELOPMENTAL EDUCATION					
Worthwhile-Extremely Valuable	62	64	67	82	75
of Little Benefit	38	36	33	18	26
% Who Used	25	26	37	28	26

Analysis by Turse - Dolan

The Academic Advising, Counseling, Extra-Curricular Advising, Orientation and Developmental Education services available at Oakton were all viewed positively by students and although the financial Need Service was rated positively by students who utilized the services, the rating was less positive when compared to the normative groups ratings.

STUDENT EVALUATION OF COLLEGE SERVICES

TABLE III

INSTITUTIONAL SELF STUDY

Spring Semester 1973

MALONEY-AGNEW 1973 ISS

	SOPH. GRP I		GRAD. GRP II	
ACADEMIC ADVISING				
Rated it Little Benefit	29		19	
Rated it Worthwhile	46	=70*	65	=80
Rated it Extremely Valuable	24		15	
No. Students Rating it	112		26	
Percent Who Rated it	90		76	
Percent Who Never Used it	09		18	
COUNSELING				
Rated it Little Benefit	33		29	
Rated it Worthwhile	39	=67	48	=72
Rated it Extremely Valuable	28		24	
No. Students Rating it	92		21	
Percent Who Rated it	74		62	
Percent Who Never Used it	25		32	
FINANCIAL NEEDS				
Rated it Little Benefit	21		38	
Rated it Worthwhile	32	=79	38	=61
Rated it Extremely Valuable	47		23	
No. Students Rating it	47		13	
Percent Who Rated it	38		38	
Percent Who Never Used it	57		59	
EXTRACURRICULAR ASSIST.				
Rated it Little Benefit	33		31	
Rated it Worthwhile	41	=68	62	=70
Rated it Extremely Valuable	27		08	
No. Students Rating it	49		13	
Percent Who Rated it	40		38	
Percent Who Never Used it	52		53	
ORIENTATION				
Rated it Little Benefit	29		35	
Rated it Worthwhile	46	=71	45	=65
Rated it Extremely Valuable	25		20	
No. Students Rating it	79		20	
Percent Who Rated it	64		59	
Percent Who Never Used it	30		35	
DEVELOPMENT EDUCATION				
Rated it Little Benefit	14		15	
Rated it Worthwhile	54	=85	77	=85
Rated it Extremely Valuable	31		08	
No. Students Rating it	35		13	
Percent Who Rated	28		38	
Percent Who Never Used it	62		53	

*Refers to totals of rated if worthwhile and rated it extremely val. categories

TABLE IV

STUDENT EVALUATION OF SELECTED ACADEMIC PRACTICES AND FACILITIES
(IN PERCENTAGES)

NATIONAL NORMS

ACADEMIC MATTERS		Public Univs. Soph	Public Colls. Soph	2 Yr. Colls. Soph.	Truse-Dolan 1972 Study OAKTON Frosh	Grads.
Physic. Sci. Labs. Adequate	Agree	37	35	38	36	43*
	Disagree	11	17	14	10	07
	No opinion	31	29	26		
Biol. Sci. Labs. Adequate	Agree	30	39	36	33	37
	Disagree	08	10	09	09	05
	No opinion	47	32	40		
Exams Thorough and Fair	Agree	23	31	43	56	61
	Disagree	19	17	11	03	05
	No opinion	00	01	01		
Teachers Gen. Avail. to Assist	Agree	47	55	66	87	83
	Disagree	12	11	06	03	01
	No opinion	03	02	02		
Library Materials are Accessible	Agree	44	51	64	49	52
	Disagree	20	18	13	14	19
	No Opinion	03	02	02		

Analysis by Turse-Dolan

As demonstrated in Table IV, Student Evaluation of Selected Academic Practices and Facilities, science laboratories were generally viewed as being adequate.

Teachers availability to assist students was rated very high, and examinations were thought to be thorough and fair.

A majority of students viewed library materials as accessible, however, it is noted that students from the other community colleges rate library material more accessible.

TABLE IV

STUDENT EVALUATION OF SELECTED ACADEMIC PRACTICES AND FACILITIES
(IN PERCENTAGES)

		NATIONAL NORMS			Maloney-Agnew 1973 Study OAKTON	
ACADEMIC MATTERS		Public Univs. Soph	Public Colls. Soph	2 Yr. Colls. Soph	Frosh	Grads
Labs for Phys. Sci. Adequate	Agree	33	37	37	34	38
	Disagree	11	15	13	04	16
	No opinion	37	30	28	35	28
Labs for Biol. Sci. Adequate	Agree	30	44	36	29	41
	Disagree	09	10	09	07	13
	No opinion	45	29	35	45	34
Exams are Thorough & Fair	Agree	22	28	44	55	56
	Disagree	20	20	11	06	09
	No opinion	00	01	01	02	03
Teachers Gen. Available To Assist	Agree	48	55	65	76	72
	Disagree	12	11	06	03	00
	No opinion	03	02	02	02	03
Library material are Accessible	Agree	41	45	62	58	56
	Disagree	24	19	13	10	16
	No opinion	02	02	02	04	00

Analysis

As is shown in the first two Academic Matters categories (Table IV) a majority of Oakton students rate the Labs for the Physical and Biological Sciences as being adequate. In the second and third categories, a majority of Oakton students agree that exams are thorough and fair and that teachers are generally available to assist students.

In contrast with the Turse-Dolan study a slightly higher percentage of students as surveyed in the Maloney-Agnew Study agree that Library materials are accessible.

TABLE V

STUDENT EVALUATION OF SELECTED RULES AND POLICIES
(In Percentages)

		NATIONAL NORMS			Turse-Dolan 1972 Study Oakton	
RULES - POLICIES		Public Univs. Soph	Public Colls. Soph	2 Yr. Colls. Soph	Frosh	Grads
Constructive Rules for Student Conduct	Agree	27	26	32	36	41
	Disagree	18	17	16	11	17
Fair Discipline Policies & Proced.	Agree	34	29	41	44	55
	Disagree	15	16	09	05	05
Academic Proba., Dism., Rules Sensbl.	Agree	62	57	61	57	60
	Disagree	10	14	11	05	09
Student Opportunity to Partic. in Coll. Policy Making Adequate	Agree	18	15	20	43	54
	Disagree	37	36	37	08	08
Speaker Policy Reasonable	Agree	47	29	30	60	56
	Disagree	15	13	19	05	04

Analysis by Turse-Dolan

Students at Oakton generally rate rules and policies positively and higher than do students from public colleges, universities and other 2-year colleges.

TABLE V

STUDENT EVALUATION OF SELECTED RULES AND POLICIES
(In Percentages)

NATIONAL NORMS

RULES - POLICIES		Public Univs. Soph	Public Colls. Soph	2 Yr. Colls. Soph	Maloney-Agnew 1973 Study Oakton Frosh	Oakton Grads
Constructive Rules for Student Conduct	Agree	26	29	34	37	28
	Disagree	16	16	15	18	16
	No Opinion	06	05	09	16	25
Fair Discipline Policies & Proced.	Agree	35	32	43	47	31
	Disagree	13	15	08	03	09
	No Opinion	11	12	17	30	38
Academic Proba., Dism., Rules Sensbl.	Agree	61	57	61	54	38
	Disagree	10	13	10	03	13
	No Opnion	01	06	08	29	28
Student Opportunity to Partic. in Coll. Policy Making Adequate	Agree	20	22	22	38	28
	Disagree	34	30	29	09	13
	No Opinion	13	14	18	22	19
Speaker Policy Reasonable	Agree	47	33	32	58	56
	Disagree	15	11	18	06	00
	No Opinion	14	39	29	21	31

Table V summarizes student reactions to various college policies, facilities, or procedures.

Analysis by Maloney-Agnew

Students were to record whether they agree, partly agree, partly disagree or have no opinion concerning the statements indicated above. This table reports only agree, disagree and no opinion percentages. Since all statements were phrased positively the percentages who agree and disagree can be interpreted as representing the degree of satisfaction or disatisfaction with each aspect of the college.

Oakton students are more satisfied with their speaker policy, their opportunity to participate in the making of college policy,and with their student conduct rules than students comprising the 2 year college sophomore National Norm percentages.

TABLE VI

STUDENT EVAULATION OF SELECTED NON-ACADEMIC FACILITIES AND PROGRAMS
(In Percentages)

NON-ACADEMIC FACILITIES AND PROGRAMS		NATIONAL NORMS			Turse-Dolan 1972 Study Oakton	
		Public Univs. Soph.	Public Colls. Soph.	2 Yr. Colls. Soph.	Frosh.	Grads.
Provisions for Privacy are Adequate	Agree	33	25	3[illegible]	30	27
	Disagree	23	27	18	33	30
Campus Newspaper is Fair	Agree	26	28	23	16	21
	Disagree	33	28	31	40	44
Cultural Programs Adequate	Agree	55	40	29	13	23
	Disagree	07	12	21	27	34
Recreational Facilities Adequate	Agree	71	48	29	27	22
	Disagree	12	26	45	36	50
College Social Program Successful	Agree	32	26	16	10	04
	Disagree	18	25	31	47	41
College Food Services Adequate	Agree	18	19	34	14	10
	Disagree	38	37	26	56	62

Analysis - Turse-Dolan

As shown by Table VI, students generally rated Non-Academic Facilities and programs negatively. Provisions for privacy, the cultural program, recreational facilities and the food service was viewed as inadequate by a majority of students. The college's newspaper was judged as not fair and the college social program as unsuccessful.

STUDENT EVAULATION OF SELECTED NON-ACADEMIC FACILITIES AND PROGRAMS
(In Percentages)

NON-ACADEMIC FACILITIES AND PROGRAMS		NATIONAL NORMS Public Univs. Soph.	Public Colls. Soph.	2 Yr. Colls. Soph.	Maloney-Agnew 1973 S Oakton Soph.	Grads
Provisions for Privacy are Adequate	Agree	31	25	35	23	22
	Disagree	24	27	19	30	34
	No Opinion	06	07	11	10	13
Campus Newspaper is Fair	Agree	26	28	23	33	28
	Disagree	33	27	31	21	41
	No Opinion	05	07	15	13	13
Cultural Programs Adequate	Agree	59	44	33	35	22
	Disagree	07	12	20	20	25
	No Opinion	08	08	15	14	31
Recreational Facilities Adequate	Agree	71	45	29	22	09
	Disagree	11	28	44	38	47
	No Opinion	03	02	08	16	31
College Social Program Successful	Agree	30	25	15	10	03
	Disagree	18	25	32	26	28
	No Opinion	14	11	04	31	47
College Food Services Adequate	Agree	18	19	37	15	13
	Disagree	41	41	25	41	41
	No Opinion	09	10	09	12	19

Analysis by Maloney-Agnew

Table VI summarizes student reactions to non-academic facilities and programs.

As in the case of the Turse-Dolan analysis, students generally rated non-academic facilities and programs negatively.

Oakton students are more dissatisfied with their college food services and their provisions for privacy than students comprising the two year college sophomore National Norm percentages. Recreational facilities, college social programs and the campus newspaper are viewed as inadequate by a majority of students.

JM
/1/74